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ABSTRACT

The four teacher's guides, emphasizing career education and its infusion into existing curriculum, are for the following units of instruction and suggested grade levels: entering the world of work, 5-12; making money with a classroom store, 8-12; meteorologist/radio station, 9; and banking, 9-10. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Material in the units is intended to be flexible and easily adapted to the interests and needs of pupils in the class. (Author/NH)

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CAREER EDUCATION TEACHER'S GUIDE

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Rockland County Career Education Program

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CAREER EDUCATION TEACHER'S GUIDE

Grades 5 - 12

ENTERING THE WORLD OF WORK

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Rockland County, New York 1973, 1974

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PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Kathleen Bristol- South Orangetown
Larry Denerstein- East Ramapo
Barbara Finkelstein-East Ramapo
Lillian Maged-Ramapo
Richard Magi-Clarkstown
Susan Markey-South Orangetown
David McLaud-Ramapo
Virginia Murken-South Orangetown
Louis Rizzo-South Orangetown

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Kathleen Bristol-South Orangetown
Larry Denerstein-East Ramapo

INTRODUCTORY STATEMENT

This unit is designed as an introduction to the process of obtaining a job. The specific occupational role selected by the child is not of prime importance since the emphasis is on the process followed regardless of the occupational role.

The unit has been developed with a time period of 6 - 8 weeks in mind. In addition, it has been designed to follow the specific sequential order in which it is presented.

It is strongly recommended that the teacher carefully review the unit before implementation since many of the resources need to be ordered in advance.

SUGGESTED MOTIVATIONAL APPROACH

In order to motivate the children, and to provide essential background information, it is suggested that the teacher obtain the following:

Career Games Laboratory (Educational Progress Corporation)
--This kit sends the children on a career search. The children are guided through a series of decisions, using the process of elimination. Teacher guidance is essential. (Can be used in either large group situations, or by individual children)

Career Development Laboratory (Educational Progress Corporation)
--This kit contains unrehearsed interviews with people in sixty different occupational roles. These interviews are on Cassette tapes, and can be used either in small groups or by individuals.

Both of these laboratories can be made available to the teacher through:

B.O.C.E.S. Film Library
61 Parrott Road
West Nyack, New York

STRATEGY NUMBER 1

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4-5

Major Aim To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to introduce himself to the class orally.	To gain employment, the child needs to: a) be aware of his abilities b) be able to present himself so that these abilities will be readily apparent.	Each child, in turn, will orally introduce himself to the class. After the child has completed his introduction, the class will list any jobs for which they feel the child might be qualified on the basis of the abilities he has stated. The teacher might find the following narrated filmstrip very useful: First Things: Who Do You Think You Are? An alternative would be to have the class divide itself into groups of two. Each group would be given an opportunity to exchange information about themselves, and then each child would introduce the other child to the class.	Tape Recorder: Making a tape recording of each child's presentation will prove essential during his self-evaluation. Sound Filmstrips: Guidance Associates, Pleasantville, N.Y. 10570

EVALUATION PROCEDURE: a) Have the child listen to his tape to see if he included all of his abilities during his oral introduction.

b) Have the child review the written comments of the class to see if the jobs appeal to him, his interests and/or his abilities.

STRATEGY NUMBER 2

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to write a friendly letter introducing himself to a pen pal. Note: Mechanics of letter writing should previously be taught.	To gain employment, the child needs to: a) be aware of his abilities. b) be able to present himself so that these activities will be readily apparent.	Arrange for a group of students from another class, on the same grade level, to start a pen pal club with your class. (This could easily be arranged within your own district, or any other school of your choice) Have each child write a letter introducing himself to his new pen pal. Each child should also include in his letter a request that his new pen pal draw a picture of him which shows him in a job situation to which his pen pal feels he is best suited. *Retain copies of all letters.	Contact a teacher on same grade level from school of your choice for the purpose of establishing a pen pal club. Ask the cooperating teacher to follow through and have his or her students draw the requested portraits and return as soon as possible.

EVALUATION PROCEDURE: a) Have each child review his letter, before mailing, to see if he included all of his abilities.

b) Have each child compare his letter with the portrait drawn by his pen pal, and attempt to identify those phrases from his letter which influenced the pen pal to choose the specific job situation.

STRATEGY NUMBER 3

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to complete a self-portrait depicting himself in a specific job situation.	To gain employment, the child needs to: a) be aware of his abilities. b) be able to present himself so that these abilities will be readily apparent.	Have each child draw a self-portrait depicting himself in a job for which he feels most comfortable and most suited. (Child should be allowed to choose the materials with which he feels most comfortable to complete his self-portrait)	Various are materials Compiled listing of comments by class from oral introduction (see strategy #1) Portraits by pen pals (see strategy #2)

EVALUATION PROCEDURE: a) Have child compare his self-portrait with the written comments of the class based on his oral introduction (see Strategy #1) in order to discover whether or not he has been able to communicate his job preference.

b) Have child compare his self-portrait with the portrait drawn by his pen pal (See Strategy #2) in order to discover whether or not he has been able to communicate his job preference.

NAME OF UNIT Entering the World of Work STRATEGY NUMBER 4 GRADE/SUBJECT 4 - 5

Major Aim To develop an awareness of the educational requirements for specific jobs

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to list the educational requirements for the job of his choice.	There are specific educational requirements for specific jobs.	Background Information for Teachers: As a result of Strategy #3, each child has decided on a job preference, and he will use this choice for this, and all future activities. Children should be allowed freedom of choice within the activities listed in order to fulfill the requirements of the objective. Each child will research the educational requirements of his job preference. This could be accomplished, for example, by: a) using the text listed under resource b) interviewing a member of the specific career family c) viewing one of the many commercially prepared films or filmstrips dealing with specific occupations d) consulting sources at school or public libraries	Occupational Outlook Handbook, 1972-73 edition (US Dept of Labor) Note: Check Source for additional information at end of each Career Family Unit

EVALUATION PROCEDURE: Each child will submit his list of educational requirements for his specific career to the teacher. Using the Occupational Outlook Handbook, the teacher will check to see if all the educational requirements have been included.

STRATEGY NUMBER 5

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop an awareness of the educational requirements for specific jobs.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to present an accurate report to the class, giving the specific educational requirements for the job of his choice.	There are specific educational requirements for specific jobs.	Background Information for Teachers: As a result of Strategy #4, each child has developed a list of educational requirements for the job of his choice. This was compiled through research, the nature of which was also left up to the student. Therefore, the freedom of choice should be carried through to the means of reporting used by each child. Examples of which follow: 1) Tape Recording--if the child interviewed a member of the Career Family, he could play a tape of that interview for the class. 2) Oral Report--the child could present an oral report (using any audio-visual aids he wishes). 3) Filmstrip--the child could prepare his own filmstrip depicting the educational requirements for the job of his choice. 4) Role-playing--(especially useful if more than one child chose the same job)--children could present the educational requirements of the specific job by playing out the roles of interviewer and interviewee, seeking the job. 5) Panel Interview--the child could arrange for a panel of students to interview him (or a member of the Career Family) concerning the educational requirements of the job of his choice.	Various audio-visual aids, such as: Tape Recorder Overhead projector Filmstrip materials Filmstrip projector

EVALUATION PROCEDURE: a) Each member of the class should make a list of the educational requirements brought out by the child for the specific career.

b) Self-evaluation, each child should compare the list of educational requirements compiled by his classmates to the list he prepared (see Strategy #4)

STRATEGY NUMBER 6

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To familiarize oneself with the nature of the work involved in a specific occupational role

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to list the specific tasks and responsibilities required within the occupational role of his choice.	Each occupational role has its own specific responsibilities and tasks.	Please refer to Strategy #4, Background Information for Teachers Each child will research the specific tasks and responsibilities of his job preference. This could be accomplished, for example, by: a) using the text listed under the resource. b) interviewing a member of the specific career cluster. c) Viewing one of the many commercially prepared films or filmstrips dealing with specific occupations. d) Consulting sources at school or public libraries.	Occupational Outlook Handbook 1972-1973 edition. (U.S. Dept of Labor)

EVALUATION PROCEDURE: Each child will submit his list of specific tasks and responsibilities for his specific career to the teacher. Using the Occupational Outlook Handbook, the teacher will check to see if all the specific tasks and responsibilities have been included.

STRATEGY NUMBER 7

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To familiarize oneself with the vocabulary relevant to specific careers

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to compile a mini-dictionary listing vocabulary terms specifically related to the career of his choice, incorporating the skills of alphabetizing syllabication phonetics accenting	Every career has its own special vocabulary. (A doctor, e.g., uses terms in his everyday work which are unique to his own profession--e.g., he would say "stat" meaning "immediately").	1) The teacher should conduct a group discussion concerning the specific vocabulary terms which have developed within each career family chosen by the members of the class. Taking each specific job in turn, the teacher should elicit responses from the class, and list the terms on the board, overhead projector, chart, etc. If the class can provide an accurate definition of a term, it should also be recorded. 2) Each child should then prepare a list of the vocabulary terms specifically related to the job of his choice, using the information from Activity #1 above as well as that gained from previous activities, and consult any necessary sources in order to provide accurate definitions of the terms. 3) Each child should now compile a mini-dictionary of these terms and their definitions (as much as possible, these mini-dictionaries should conform to accepted standards, such as: alphabetical order, syllabication, accenting, phonetic pronunciation guide, etc.). It is suggested that these mini-dictionaries be duplicated, with a copy distributed to each member of the class. (These mini-dictionaries can, and should be, appended as the unit continues.)	Any necessary audio-visual aids required by the teacher for activity # 1. Pronunciation Guide (use standard dictionary) Material compiled by students through activities for strategies #4 and 5. SRA Kit--Job Family Series

EVALUATION PROCEDURE: Each student should submit his mini-dictionary to the teacher. These should be evaluated by the teacher in terms of accuracy, as well as whether or not it conforms to the accepted standards of dictionary skills.

STRATEGY NUMBER 8

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop an awareness of the relationships among personal economics, life-style, and occupational roles

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Each child should be able to accurately place his job choice along an economic continuum containing all the occupational roles chosen by the members of the class.	Different occupational roles result in varying amounts of remuneration.	The teacher and/or class should prepare a large horizontal chart, marking dollar amounts of annual income in steps of $1000. Each child, in turn, will either write in or place a marker of some sort indicating the average salary earned by a worker at the occupational role of his choice. (This information should have been gained through previous research. If not, it is available in the resource listed.)	Occupational Outlook Handbook 1972-73 Edition (US Dept of Labor)

EVALUATION PROCEDURE: Each child should have placed his occupational-role choice at its proper place along the economic continuum.

NAME OF UNIT Entering the World of Work STRATEGY NUMBER 9 GRADE/SUBJECT 4 - 5

Major Aim To develop an awareness of the relationship among personal economics, life style, and occupational roles

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to prepare a budget sheet, using the average monthly income of the job of his choice, to indicate the life-style available to him.	A person's life-style depends on the job he chooses, since this decides the salary range available to him.	Each child should be given a Budget Sheet (sample of which is attached) The teacher should introduce this lesson, and encourage discussion as to the merits of the choice areas (apartments and cars). Each child will then make a choice as to his life-style, and also make allocations for entertainment and savings. When the children have completed this activity, the teacher should encourage discussion by the child as to each individual's rationale for his choice. Average monthly income was determined in Strategy #7. Expenses to be based on a family of 4. This activity could be further expanded by allowing the children to develop menus for a week, then price the items according to supermarket advertisements, then multiply this figure by 4. This will give each child an individual amount for food for the month.	Occupational Outlook Handbook 1972-73 edition (U.S. Dept. of Labor) One copy of Budget Sheet for each child.

EVALUATION PROCEDURE: Each child should submit his Budget Sheet to the teacher, who will check it for mathematical accuracy.

BUDGET SHEET

RENT $ _____

Choices: Around-the-Bend Apartments-$130/mo.
2 bdrms, 1 bath, no air-conditioning.

Mountain Crest Apartments-$220/mo.
2 bdrms, 1 ½ baths, air-conditioning,
pool (extra charge).

Lamplighter Apartments-$290/mo.
2 bdrms, 2 baths, air-conditioning,
pool (included), sauna, playground,
off-the-street parking, private
balcony with each apartment.

CAR PAYMENT $ _____

Choices: Volkswagon--$60/mo.
Chevrolet --$80/mo.
Cadillac --$100/mo.

GAS FOR CAR $ _____

Choices: Volkswagon--$20/mo.
Chevrolet --$28/mo.
Cadillac --$36/mo.

UTILITIES	$	40.00
MEDICAL PAYMENTS	$	15.00
FOOD	$	200.00
MISCELLANEOUS	$	60.00

TOTAL EXPENSES $ _____

* * * * * * * * * * * * * * * * *

AVERAGE MONTHLY INCOME $ _____

TOTAL EXPENSES (subtract) $ _____

BALANCE $ _____

ENTERTAINMENT EXPENSES (subtract) $ _____

TOTAL SAVINGS $ _____

NAME OF UNIT Entering the World of Work STRATEGY NUMBER 10 GRADE/SUBJECT 4 - 5

Major Aim To develop an awareness of the relationship among personal economics, life-style and occupational roles

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Given the range of life-styles available to him within his chosen Career Family, the child should be able to indicate whether or not his chosen occupational role will satisfy his life-style preferences.	A person's life-style depends on the job he chooses, since this decides the salary range available to him.	Each child will be given a chance to present his "case" to the class to indicate whether or not his chosen occupational role will satisfy his life-style preferences. The child's personal preference for means of reporting should be considered. Also, all audio-visual materials should be made available to the children. a) Debate: members from within the same career family, but with different occupational roles, will list and/or discuss the pros and cons of their careers, including renumeration, working conditions, opportunity for advancement, responsibilities, educational requirements, etc. b) Dramatization: Develop a skit to demonstrate a typical day spent within an occupational role. The dramatization should include all activities at home and at work, A. M. and P. M. c) Panel Discussion: may be developed same as Debate if many students are from within the same Career Family d) Individual Oral Report: for children who are the only class members from within a specific Career Family. NOTE: Examples of different occupational roles within the same Career Family: elementary school teacher--college professor; lab technician--doctor; lawyer--judge; construction worker--foreman; salesman--manager of store	Audio-visual aids

EVALUATION PROCEDURE: Since the main idea of this activity is to have each child self-evaluate his choice of occupational role, the teacher's main role in evaluation would be to insure the accuracy of the material presented by the students during the debates, panel discussions, dramatizations and/or oral reports.

STRATEGY NUMBER 11

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the ability to read, interpret, and follow a given set of directions.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Given a set of specific directions, the child should be able to complete the task correctly.	In order to successfully perform any given occupational role, one needs to be able to read, interpret, and follow a given set of directions.	Each child should be given a copy of the Directions Sheet (see attached). The teacher should be careful not to give any directions to the class. After the Direction Sheets have been completed and submitted, the teacher should elicit a discussion of the sheets themselves. This should lead into a further discussion of the implications of what not reading and/or following directions could have on a person in any given occupational role.	Direction Sheet One green crayon for each member of the class.

EVALUATION PROCEDURE: Teacher should note whether or not the child has completed the task properly.

DIRECTION SHEET

1. Read all directions first.
2. Use a green crayon only to complete this sheet.
3. Print your first name in the upper right-hand corner of this sheet.
4. Write your last name in the upper left-hand corner of this sheet.
5. Circle all the odd numbers: 1 2 3 4 5 6 7 8 9
6. Put a line above all the even numbers: 1 2 3 4 5 6 7 8 9
7. Cross out every "e" in this sentence.
8. Color in the fourth circle from the right:
9. Underline every fifth letter in this sentence.
10. Do not make any marks on this paper whatsoever.

STRATEGY NUMBER 12

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the ability to make a critical evaluation of a job advertisement.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to evaluate any given job advertisement according to a specific list of criteria.	Job advertisements, as found in the newspaper, may or may not present a complete and accurate picture of the specific job.	Teacher should brainstorm with the class as to what should be included in a job advertisement and elicit from the class the following list of criteria: educational requirements; experience needed; offered salary and benefits; location; whom to contact (box #); Agency; personnel director). Distribute copies of any newspaper. Have the children find job advertisements for their occupational role of their choice. The children will evaluate the advertisement according to the established list of criteria.	Audio-visual aids for listing criteria Newspapers: classified pages or section

EVALUATION PROCEDURE: The children will submit the cut-out job advertisement and their evaluation of the advertisement.

The teacher will check to see if the child has properly evaluated the advertisement according to the established list of criteria.

NAME OF UNIT Entering the World of Work STRATEGY NUMBER 13 GRADE/SUBJECT 4 - 5

Major Aim To develop the ability to make a critical evaluation of a job advertisement

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to create his own advertisement for a specific job situation, following the established list of criteria.	Companies use various advertising techniques to attract job applicants.	Using the job advertisement he chose in Strategy #12, each child should be directed to revise that advertisement. It might be useful to precede this activity with a class discussion concerning the various techniques used by companies to attract job applicants, such as: "want-ads," subway/bus posters, radio-ads, (child could make a tape recording), etc. Then, each child should be allowed to choose the technique he prefers, and create his own means of advertising the job situation found during Strategy #12. Care should be taken to have the class understand that they should follow and include the criteria listed in Strategy #12.	Job advertisement found during Strategy #12 Various art materials needed by the children Tapes and tape recorder

EVALUATION PROCEDURE: The children should submit their work to the teacher, who should check to see if all the criteria have been accurately included.

STRATEGY NUMBER 14

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop letter writing skills in order to apply for a job

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to revise sample letters of reply to job advertisements in order to conform with accepted letter-writing standards.	The appearance and correctness of your letter of reply to a job advertisement has an effect on your chances of obtaining that job.	NOTE: Formal letter-writing-techniques should have been studied by the class previously. A sample copy of a poorly written letter of reply is attached. The teacher should copy this letter, exactly as it appears, either on an experience chart or transparency. Using the pamphlet--Your Letter Is You--direct the class to critique the letter being studied. Observe all parts of the letter, with special emphasis placed on the content of the letter. Following directions given by members of the class, the letter should then be rewritten correctly on an experience chart or transparency (either by the teacher or the children). A good reinforcement activity would be to divide the class into small groups, and give each group another sample of a poorly written letter of reply for them to correct. (Audio-visual aids may be used by the children if you/they wish) Once the corrections have been made, each group should present their work to the entire class.	Your Letter is You (pamphlet) Alumnae Advisory Center, Inc. 541 Madison Ave New York, N. Y. 10022 212-PL8-2153

EVALUATION PROCEDURE: The teacher should insure that all work done by the class conforms to accepted letter-writing standards.

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Sample letter for Teacher-Directed Lesson

37 Blue Street
New City, N. Y. 10956

Mr. I. M. Lit
Dark Lighting Company
17 Boulevard West
California

Dear I. M.,

I would like to work for you because your advertisement makes the job sound really good. I have done that kind of work a hundred times.

Call me tomorrow at 6:00 p.m. to discuss thingswith me.

Yours always,

John J. Smith

Sample Letter for Group Work

14 Tower Park Road
Blauvelt New York

September 6 1973

Mrs. Agatha P. Follie
Creative Design Co.
1973 Broadway
New York City

Dear Agatha,

Hello, how are you? I want to design clothes for shows. Your job advertisement makes the job sound just right for me. I used to design clothes but had to stop now I want to again.

Can you call me or shall I call you? Let me know because I am really excited about starting work.

Call soon,

Mary Clarke

Sample Letter for Group Work

1475 First Street
Spring Valley, New York

July 3, 1973

Mr. Paul Zark
Klean Auto Mechanics, Inc.
7 West Nyack Road
Nanuet

Dear Mr. Paul Zark:

I have always to be an Auto Mechanic and work near my home. When I saw your job advertisement I decided to call you immediately. But since no one answered I am writing to tell you to call me.

Hold the job for me - it fits me just fine.

Please call soon,
Your frierd,

Fred Glibter

18 Knight Lane
Haverstraw, N. Y.

February 30, 1973

Mrs. Rhoda McGill
N. Y. Telephone Co.
Nyack, N. Y.

Dear Mrs. McGill,

I saw your advertizement for telephone operators in the paper. I'm very interested in becomeing a telephone operato·. I know I would be good at it, because my father says all I do is talk on the phone all day (ha, ha!). I'm 17 years old, have blonde hair, and am cute. I'll come down to talk to you about the job on Tuesday.

Sincerely,

Caryn Ann Fromply

STRATEGY NUMBER 15

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop letter writing skills in order to apply for a job.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to compose a formal letter of reply to the job advertisement of his choice. (This letter of reply should conform to the accepted standards of letter writing).	The appearance and correctness of your letter of reply to a job advertisement has an effect on your chances of obtaining that job.	As a result of Strategy #17, the children are now ready to compose their own formal letter of reply to a job advertisement. It is suggested that each child use the job advertisement he selected in Strategy #12. This should be done as an in-class writing experience. The teacher should see to it that the children follow all the criteria for formal letter writing that have previously been established. Additional Suggestion The teacher might invite a Personnel Director from a nearby company to come in to the classroom for the purpose of critiquing the letters of reply written by the class. This could also develop into a question-and-answer period, panel discussion, etc.	Job Advertisement selected in Strategy #12

EVALUATION PROCEDURE: The teacher should insure that all work done by the class confirms to accepted letter-writing standards.

STRATEGY NUMBER 16

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the skills needed to apply for a job (or gain a personal interview) through the use of the telephone.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to contribute ideas, during the class discussion, as to possible topics and/or techniques used in a telephone interview.	The ability to present an accurate picture of your capabilities during a telephone interview has an effect on your chances of obtaining that specific job.	Teacher should brainstorm with the class as to how they could apply for a job if no address, Box # is given. The class should bring out the possibility of a phone number being listed. Once this possibility (of a telephone interview) has been established by the class, the teacher should continue to brainstorm with the children as to possible topics for this interview. The end result of this session should be a list of guidelines to be followed by the students during their simulated interviews. The teacher should list these guidelines on a transparency, experience chart, board, etc. (a sample sheet of Guidelines is attached for teacher reference) In order to illustrate the technique used in telephone interviewing, the teacher should first simulate such an interview, in front of the class, with a student volunteer as the applicant. The class might then evaluate the strategy used by the applicant. Teacher's Note: During the simulated interviews, a number of questions will be asked that do not apply to the children at this stage (such as job experience, present position, etc.) The children should be encouraged to answer these questions using fictitious information.	N. Y. Telephone Co. The Telephone Company will make available: a) Tele-Trainer (a 2-phone system) b) Paper Telephones (to make the activity more realistic) Audio Visual Aids a) Transparency b) Experience Chart c) Boards

EVALUATION PROCEDURE: Teacher should guide the brainstorming session so that all of the guidelines on the attached sheets have been included by the class. The teacher should also elicit from the class constructive criticism of the sample interview which was presented to the class. Naturally, an attempt should be made to allow all members of the class an opportunity to contribute to the discussions.

Sample Guideline For Topics Covered During Telephone Interview:

Applicant should introduce himself, and state the purpose for calling.

Interviewer might ask:

- age
- educational background
- experience
- motivation (why this job?)
- present position (why leave?)

Either might ask:

- salary range
- company benefits
- working conditions
- any travel involved
- hours of work
- vacation time

End result of interview: arrange a date for a personal interview

STRATEGY NUMBER 17

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the skills needed to apply for a job (or gain a personal interview) through the use of the telephone.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to play the role of interviewer, and then applicant, in simulated telephone interviews.	The ability to present an accurate picture of your capabilities during a telephone interview has an effect on your chances of obtaining that specific job.	The class should divide itself into groups of two, with both members of the group interested in the same Career Cluster if possible. Each group should have a copy of the guidelines generated by the class in Strategy #16. Each group should also, if possible, have the use of either the Tele-Trainer or the paper telephones in order to gain a certain degree of realism. Each child should then, in turn, play each of the two roles (interviewer, applicant) in a simulated telephone interview. It could also be suggested that some of the children tape their interviews, so that these tapes could be played for the entire class as a culminating (and evaluative) activity.	N.Y. Telephone Co. The Telephone Co. will make available: a) Tele-Trainer (a 2-phone system) b) Paper Telephones (to make the activity more realistic) Audio-Visual Aids a) Transparency b) Experience Chart c) Board Tape Recorder

EVALUATION PROCEDURE: During this activity, the teacher should circulate around the room, checking the performance of each child in his role-playing activities.

STRATEGY NUMBER 18

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the skills needed to apply for a job through a personal interview

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to contribute to the class discussions, and then create a poster illustrating one of the "do's" and "don't's" of personal interviews.	The ability to present an accurate picture of your capabilities during a personal interview has an effect on your chances of obtaining that specific job.	Since the simulated telephone interviews in Strategy #17 ended with setting up a date for a personal interview, this serves as a natural bridge to this next Activity. It is suggested that as an introduction to the personal interview procedure, the teacher invite a Personal Director from one of the Companies here in Rockland County to come into the classroom. This Personnel Director could then discuss with the class the purpose of the personal interview, and some of the "do's" and "don't's" which should be noted. This could be followed by a question-and-answer session in which class members could ask the Personnel Director questions which were not covered in his presentation. After the Personnel Director has left, the class should brainstorm to come up with an actual listing of the "do's" and "don't's" to be followed during a personal interview. Each member of the class should then choose one of the items listed, and make a poster illustrating the concept (e.g.--one of the concepts is manner of dress. The children could draw a poster showing a person dressed properly, and one dressed improperly, labeling them "do" and "don't". These posters could then be displayed around the classroom for future reference. A sample list of "do's" and "don't's" is attached for the teacher's reference.	Invite a Personnel Director from a nearby company to visit the class. Poster paper and necessary art material. Transparency, Experience Chart, or Board on which to list the "do's" and "don't's". Sample list of "do's" and "don't's" (attached) I Want a Job, Margaret Hudson, Ann A. Weaver Frank & Richards Co. 19

EVALUATION PROCEDURE: The teacher should insure that the brainstorming session has resulted in the inclusion of all the "do's" and "don't's" given in the sample list. Teacher should also check the children's poster to see that they have given an accurate interpretation to the concept chosen.

Sample List of "Do's" and "Don't's"

PREPARATION

Bathe
Brush Teeth
Wash and/or brush hair
Clean nails

D O	D O N ' T
*Dress properly	*Wear dirty clothes *Wear casual clothes
*Speak plainly and politely	*Speak in either too loud or too soft a voice *Use improper language *Interrupt the interviewer
* Be polite	*Let your eyes wander (as well as your attention) *Chew gum *Monopolize the conversation
*Stick to the topic	*Talk about things unrelated to the job *Talk about personal problems

STRATEGY NUMBER 19

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To develop the skills needed to apply for a job through a personal interview

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to play the role of interviewer, and then applicant, in simulated personal interviews.	The ability to present an accurate picture of your capabilities during a personal interview has an effect on your chances of obtaining that specific job.	The class should divide itself into groups of two, with both members of the group interested in the same Career Cluster, if possible. Each group should have a copy of the guidelines generated by the class in Strategy #18. Each child should then, in turn, play each of the two roles (interviewer, applicant) in a simulated personal interview. It could also be suggested that some of the children tape their interviews, so that these tapes could be played for the entire class as a culminating (and evaluative) activity. The teacher might want to discuss this activity with the class the day before, and perhaps suggest that the children dress as if they were going to an actual interview. (This would lend some degree of realism to their role-playing)	Tape Recorder Guidelines generated in Strategy 18

EVALUATION PROCEDURE: During this activity, the teacher should circulate around the room, checking the performance of each child in his role-playing activities. In addition, based on the appearance and behavior of the applicant during the personal interview, the child role-playing the interviewer should evaluate the applicant's performance and possible employability.

STRATEGY NUMBER 20

NAME OF UNIT Entering the World of Work GRADE/SUBJECT 4 - 5

Major Aim To recognize the responsibilities to himself and others when accepting a task or job.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to present a dramatization of his first day on the job of his choice.	Each occupational role carries with it specific responsibilities to oneself and to others.	As a result of the mock interview, we are to assume that each child received the job of his choice. Each child should develop a skit, dramatizing his first day on the job of his choice, using members of the class to play the additional roles. (If two or more students have chosen the same occupational role, they could combine efforts.) The children should begin by developing an outline of first day activities, samples of which are attached. The skits should then be performed for the entire class.	SRA Job Experience Kit Automobile Mechanic Elementary School Teacher (provides background information for the students)

EVALUATION PROCEDURE: Each child should submit his outline of first day activities to the teacher, who should check it for accuracy.

Sample Outline of First Day Activities

BLUE COLLAR

Service Station Mechanic

1. Obtain proper uniform
2. Obtain proper tools and equipment
3. Check in with the boss
4. Meet co-workers
5. Be shown to your area of work
6. Assigned to first task:
    a. Repair work
    b. Pumping gas

WHITE COLLAR

Teacher

1. Obtain professional wardrobe
2. Obtain materials, equipment, supplies
3. Check in with the principal
    a. Receive school routines
4. Meet school staff
5. Be shown to your classroom
6. Set up the classroom
7. Meet the children
8. Begin the activities of the day

NAME OF UNIT Entering the World of Work STRATEGY NUMBER 21 GRADE/SUBJECT 4 - 5

Major Aim To develop an awareness that a person's choice of occupational roly may be influenced, and possibly changed, by a variety of factors

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child should be able to discuss the job experiences, activities, and attitudes which might have developed during the "fictional year".	Depending upon personal preferences, a person may or may not remain at a job for any given length of time.	As a culminating activity, a mock Class Reunion will be held, supposedly one year after the activity outlined in Strategy #20. Children should be encouraged to use their imaginations to fill in the year's activities, e.g. remained on job; left job for better position, or marriage, or personal dissatisfaction; relocation; or salary range, or fired. The reunion can be held as a rap session where each child, in turn, discusses his job experiences, activities, and attitudes during the past year.	

EVALUATION PROCEDURE: No formal method of evaluation is necessary.

CAREER EDUCATION TEACHER'S GUIDE

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Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994

CAREER EDUCATION TEACHER'S GUIDE

Grades 8 - 12

MAKING MONEY WITH A CLASSROOM STORE

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1974

Rockland County Career Education Program
Dr. Laurence Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994

PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Mary Lou Baird - Ramapo
Leigh Barnes - Haverstraw-Stony Point
Stephen Baldino - Haverstraw-Stony Point

Making Money with a Classroom Store

The object of this unit is to earn money through a consignment store, and to give the students the experience of setting up and operating the store. The students and faculty may bring salable items to the store. Several departments are suggested in the guide. These may be added to or changed in accordance with the type of merchandise brought to the store.

The emphasis in this guide has been placed on individual needs of the students, methods of decision making and student involvement.

This unit should play a vital part in the students' introduction to the money making process. In a time of limited school budgets and austerity budgets, this venture gives the students the opportunity to make money for things such as field trips which may be eliminated from budgets. This guide may be used by any group of students who have the interest and need to make money for a worthwhile project.

The store could be set up in the classroom, in a convenient room in the school building, or possibly in a store front if the students could locate a sponsor for their project. The sponsor could be a local Jaycee group or service club.

Operation of the store could continue for any specified length of time. The project could end when the financial goal was reached or it could continue for the entire year putting the money into a fund for class or club use.

All students will be expected to familiarize themselves with the jobs in the store. Each student will be able to apply for the specific job for which he feels most qualified as a result of looking at his own values and interests. Those students who have aptitude in math can fill the bookkeeping, cashier, and buying positions. Talented art students can participate as advertisers; those demonstrating leadership qualities can become the store and department managers. Each student shall be able to contribute to the success of the store.

STRATEGY NUMBER 1

NAME OF UNIT Making Money With a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM Why will a consignment type of business be beneficial?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Given the definition of a consignment type of business, the student should be able to list at least three advantages of operating this type of venture in the classroom.	There are advantages to a consignment type of business: --no losses --lower investment --no ordering or purchasing --larger potential variety of goods	Through discussion of consignment as seen in the definition, the teacher should elicit advantages of a consignment type of business in the classroom. Why do we want to raise money? (field trip, class gift, charitable caus) What resources are available to us? (money, space personnel)	Consignment: the placing of goods in an outlet by individuals with the understanding that the contributor, as well as the store, will receive a percentage of the sale price after the goods are sold.

EVALUATION PROCEDURE: As part of a unit test, the student will be able to list at least three advantages of a consignment type of business.

NAME OF UNIT Making Money with a Classroom Store STRATEGY NUMBER 11 GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How is the consignment store going to be staffed?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to list at least five job titles which are related to the consignment store.	There are a variety of personnel with various job titles needed for the successful running of a business.	1. Students may be divided into groups to determine what positions will be necessary for the functioning of the store. 2. Using the titles mentioned as a result of small group discussion, the class will compile a list of at least 10 job titles which will have to be filled for the success of the store. For example, Salesperson Bookkeeper Advertising people Purchasing agents Janitor Cashier Stock Clerk Security guard Managers (departments) Personnel Managers	

EVALUATION PROCEDURE: 1. One student from each group will list on the blackboard at least three job titles which his group has decided will be necessary in the store.

2. As part of a unit test, the student will be able to list at least five job titles which are related to the consignment store.

STRATEGY NUMBER 11

NAME OF UNIT Making Money with a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How is the consignment store going to be staffed?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to briefly describe the job qualification and the duties of at least five jobs which are necessary in a consignment type of business.	There are many resources available to aid in learning about job qualifications and duties.	Students should research and write a job description of at least five jobs which are necessary in the consignment store: -- What are the duties of the worker? -- What qualifications and/or talents are needed to perform the job? -- What are the advancement possibilities? -- What are the working conditions? (amount of time needed, supervision)	Occupational Outlook Handbook pp. 307-327, 285, 32, 281, 358, 756 37 Encyclopedia of Career and Vocational Guidanc Hopke, William C. (ed. Concise Handbook of Occupations, Castelli and Wolfson (Ferguson Publishing Co, Chicag

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EVALUATION PROCEDURE: Teacher evaluation of student job descriptions.

STRATEGY NUMBER 11

NAME OF UNIT Making Money with a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How is the consignment store going to be staffed?

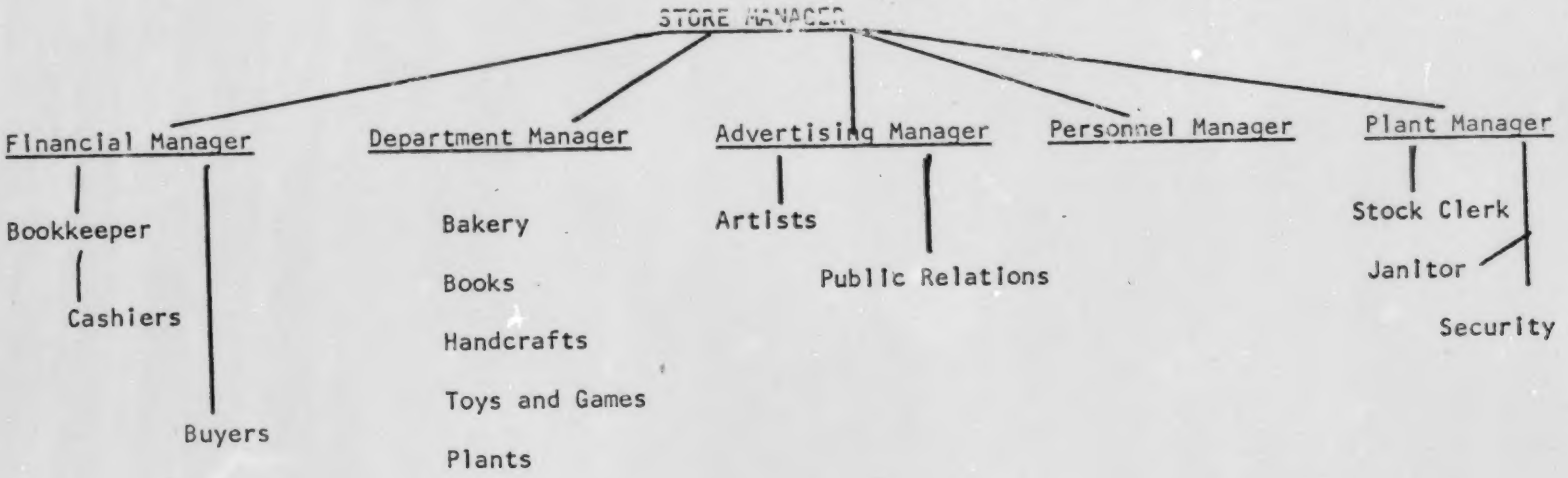
OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to properly fill out a job organization chart for the consignment store and be able to describe in one paragraph the necessity for at least five of these jobs.	Each job is important for the effective functioning and organization of a business.	Given the list of job titles previously compiled, the class should design a job organization chart to be hung on the bulletin board for easy reference during the class project. In order to formulate the job organization chart, the specific duties of each job and their interrelationships should be discussed. (As a result, students could be given a list of jobs and their duties. This would be helpful to the student in choosing the job he wishes to apply for in the consignment store).	1. Job organization chart given as part of this career guide. 2. Description of job in the consignment sto as given as part of th career guide.

EVALUATION PROCEDURE: 1. As part of a unit test, the student should be able to fill out a job organization chart for the consignment store and discuss in one paragraph the necessity of at least five of these jobs.

2. Completion of a job organization chart which is hung on the bulletin board.

3. Completion of a list of jobs and their duties as needed in the store.

ORGANIZATION CHART FOR CONSIGNMENT STORE



JOBS IN THE CLASSROOM STORE

Store Manager--responsible for the smooth running of the store.

Financial Manager--responsible to the store manager; in charge of bookkeepers, buyers and cashiers.

a. bookkeeper--receives sales slips for the day; gives money to the buyers for distribution to those who brought in the goods.
b. cashier--handle the money taken in during store hours.
c. buyers--price the merchandise coming into the store; when goods are sold, distributes money to those who brought in the goods.

Department Managers--responsible to the store manager; insure the smooth operation of the various departments.

Suggested departments:

Bakery--students may make baked goods to sell
Books--this may include comic books
Handcrafts--goods produced by students as hobbies or in various classes such as shop or art
Toys and games
Plants--may be grown by students

Advertising Manager--responsible to the store manager; in charge of public relations for the store.

a. artists--produce designs and posters to advertise the store throughout the school

b. public relations--make announcements over public address system or in individual classes; placing of posters throughout the school

Personnel Manager--in charge of hiring and seeing that each employee is doing his job efficiently; responsible to the store manager.

Plant Manager--responsible to the store manager; in charge of the physical operations of the store.

a. stock clerks--in charge of categorizing and displaying goods
b. janitors--seeing that the room is left in order after store hours
c. security guard

STRATEGY NUMBER III

NAME OF UNIT Making Money with a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How can one decide which job he is best suited for?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to list at least three things which lead to job satisfaction.	There are many things which lead to happiness on the job: --financial advancement --freedom --opportunity to utiiize one's own interests and skills --self-esteem --responsibility --working conditions --future outlook	Through a discussion based upon the results of the attached questionnaire, the teacher should elicit reasons for people being happy in their jobs. (Students should have previously completed questionnaires based upon interviews with adults. It is suggested that each student interview three adults.)	Questionnaire as found in the career guide.

EVALUATION PROCEDURE: As part of a unit test, the student should be able to list at least three things which lead to job satisfaction.

JOB QUESTIONNAIRE

1. Age (15-20) (21-25) (26-30) (31-40) (41-50) (50+)

2. Your occupation?

3. Years in present job?

4. Why did you start in your present job?

5. What did you first want to do for a living?

6. What other jobs have you held?

   a. For how many years?
   b. Why did you leave?

7. What occupational schooling have you had?

8. Are you happy in your present job in reference to:

   a. Money (Yes/No)
   b. Working Conditions (Yes/No)
   c. Responsibility (Yes/No)
   d. Full use of your skills (Yes/No)
   e. The management (Yes/No)
   f. Good future (Yes/No)

9. Would you like to change jobs? (Yes/No)

10. If yes, change to what?

11. Are you proud to tell people what you do for a living? (Yes/No)

STRATEGY NUMBER III

NAME OF UNIT Making Money with a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How can one decide which job he is best suited for?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
In one minute, the should be able to orally describe two things which he feels makes him unique.	Each individual is unique with his own interests and aptitudes.	1. Show film: "Self-Esteem" 2. Teacher leads discussion of the uniqueness of each student: --What hobbies do you have? --What do you most like/dislike to do? Why? --What activities make you feel happy and content? Why?	1. "Self-Esteem" is available at R. C. C. Media Center

EVALUATION PROCEDURE: Each student will orally describe two things which he feels makes him unique.

STRATEGY NUMBER III

NAME OF UNIT Making Money with a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How can one decide which job he is suited for?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
In one paragraph, the student should be able to state and explain why two specific personal values are important to him in making a job choice.	1. Self-knowledge is related to a system of values unique to the individual. 2. Occupations which fulfill personal interests and values lead to job satisfaction.	1. Show film: "Values: Understanding Ourselves" 2. Using exercises from Deciding, the students can define values. 3. Give students checklists of values and have them rank these values. For example: money, prestige, responsibility, dealing with people. 4. Have student list two personal values which they feel should be derived from a job.	1. Dr. Irving Eisen, BOCES Testing and Counseling Center, West Nyack, N. Y. (Alport-Vernon Study of Values) 2. Deciding, College Entrance Examinatio Board p. 11 3. Values Clarificati Simon, Howe and Kirschenbaum, Hart Publishing Co., 197 pp. 38-55; pp. 98-1

EVALUATION PROCEDURE: As part of a unit test, the student should be able to state and explain why two specific personal values are important to him in making a job choice.

STRATEGY NUMBER IV

NAME OF UNIT Making Money with a Classroom Store GRADE/SUBJECT 8-12 Interdisciplinary

MAJOR AIM How is a consignment store run on a day to day basis?

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Each student should be able to fill a particular position within the consignment store.	1. For a smooth running business, each position should be filled with a responsible person. 2. Decision making includes responsible action in identifying alternatives and selecting the alternatives most consistent with specific goals.	Set up a consignment store. Select individual students for each job. 1. Students file applications 2. Mock interviews can be held for several positions; perhaps, store manager and personnel manager. These may be conducted by the teacher or preferably by a trained personnel person. 3. The personnel manager may then hold interviews for the remaining positions. Use filmstrip and cassette: "Your Job Interview"	1. Sample applicatio as given in this career guide. 2. "Your Job Intervie (Guidance Associates, Pleasantville, New Y 3. "Receipt for Items as given in this unit may be used by buyers and bookkeepers.

EVALUATION PROCEDURE: 1. Each store position should be filled with a responsible person who knows her duties.
2. Smooth operation of the store for a specified length of time.

Position Applied For: _____

Name: _____ Date: _____

Street Address _____

Town: _____ State: _____ Zip: _____

Social Security Number: _____

Phone Number: _____

Days absent from school past year. _____Days

Grades for past year. Math: _____

Soc. Studies:_____

English:_____

Approval, [illegible] two teachers:

Name:_____Signature:_____

Name:_____Signature:_____

Previous work experience, if any:_____

Brief description why you want this position:_____

_____

RECEIPT FOR ITEMS

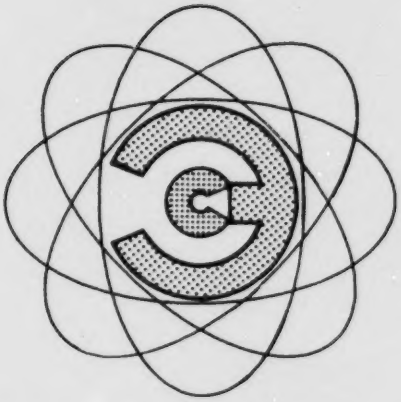
FRONT

No. 1	No. 1
Name:	Name:
Item:	Item:
Selling Price:	Selling Price: $_____
$___.__	Store's Commission (10 %)$_____
	Owner's Return $_____

BACK

Money or Items	
Must be Claimed on	
or Before	
Date _____	
or will become	
property of store!	

CAREER EDUCATION TEACHER'S GUIDE



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Rockland County Career Education Program

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CAREER EDUCATION TEACHER'S GUIDE

Grades 9

METEOROLOGIST/RADIO STATION

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Rockland County, New York 1974

Rockland County Career Education Program
Dr. Laurence Aronstein, Coordinator
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West Nyack, New York 10994

Meteorologist/Radio Station

INTRODUCTION

This paper represents a fusion 'unit' of Meteorology and Related Careers and Radio Station. The skills of a meteorologist are experienced by students as they record weather data and plot this on a regional and local weather map. A forecast is prepared suitable for presentation on a radio or television station, complete with supportive maps. Field trips, interviews, and audio-visual aids are employed to supplement the information gained by acting out the career of meteorologist in order to have the student experience what it feels like to work in the career. These experiences lead to class discussions about the life style, attitudes, and educational preparation necessary to be a meteorologist.

Even though the material presented here is sequentially organized, it is <u>not</u> intended that this guide be followed step by step exactly as written. All writers concerned feel this material should provide a resource "from which the creative teacher might implement all kinds of unique teaching-learning situations."

The original writers of this guide were:

Robert D. Gilchrist	Ramapo
Nathan Molofsky	East Ramapo
Ernestine Ross	East Ramapo

The guide was rewritten and reinterpreted by:

George Darden	East Ramapo
Wallace Garvey	Nanuet
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It was fused with a guide originally written by:

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Nicholas LaBruna	Nanuet
Jordan Makower	Pearl River
Robert Zucker	South Orangetown

It was rewritten by:
William Aney, Esther Cember of East Ramapo and Jordan Makower

It was fused by Jordan Makower

STRATEGY NUMBER 1

NAME OF UNIT Meteorologist/Radio Station GRADE/SUBJECT 9th Grade Science

MAJOR AIM To develop an awareness of the skills involved with the preparation of a weather forecast which might be broadcast on a radio or TV station

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Student will be able to use or operate the tools which are used by weathermen to observe and measure the state of the atmosphere.	It is necessary to develop skills to read instruments of the meteorologist before weather can be predicted.	1. Student is to use a thermometer or thermograph and record changes in temperature of the air each hour (different classes may be used to accomplish this). 2. Student is to use a barometer or barograph and record changes in pressure each hour. 3. Student is to use an anemometer and record the wind velocity and direction each hour. 4. Student is to decipher a numerically coded weather readout from a weather teletype (obtainable from a local airport). 5. Student may use the schools amateur radio to contact places across the nation and the world to obtain their weather data. 6. Student is to use a wet and dry bulb thermometer or a sling psychrometer to obtain dew point and relative humidity measurements each hour.	Thermometer Thermomograph, Baromet Barograph, Anemometer, Wind Vane, Weather Teletype, Wet and Dry Bulb thermometer. AMATEUR RADIO--Boy Scc Merit Badge Series Bkl WEATHER, ELECTRONICS, AMATEUR RADIO. Station W1AW, American Radio Relay League, Newington, Conn. Atmospheric Admin., Silver Springs, Md. ma be helpful in obtainir weather information resource branch office in major cities: NBC building, New York Ci ESSA: Environmental Science Service Admi Silver Springs, Md.

EVALUATION PROCEDURE: Students use thermometer or thermograph, barometer, barograph, anemometer, coded teletype data, amateur radio, wet and dry bulb thermometer, sling psychrometer to measure the state of our atmosphere.

NAME OF UNIT Meteorologist/Radio Station STRATEGY NUMBER 2 GRADE/SUBJECT 9th grade science

MAJOR AIM To develop an awareness of the skills involved with the preparation of a weather forecast

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
	The weather station model is the standard form used by the meteorologist to plot weather data on a map. The plotting of weather for several days on local and regional maps is necessary to see a pattern of weather movements. This pattern shows that our weather comes to us from the west	1. Examine weather maps (available US Weather Bureau). 2. Student is to plot hourly and for several days the following data (temp, wind, barometric pressure) on a map following the style of the specimen station model printed on local and regional maps. For example: US Weather Bureau 3. Using instruments available in school, record local weather data on this map. 4. Students may listen to Newark-Elmira Airport regional (Chicago-Boston, Vermont-Wash., D.C.) weather data broadcast on 370 Kilocycles below the standard radio frequencies, which may be plotted as above. 5. Student is to note any patterns observed dealing with the movement of the weather.	Weather Maps: Weather Bureau, ESSA, Dept. of Commerce STONE. Discovery Problems in Earth Sci 5th Ed. 1966. Pg 329 Aircraft low freq. ra (370 KC) obtainable f airports or catalog a airports. Blank Weather Maps Regional and Continen Weather Maps, LaRue Printing Co., Kansas Mo. 64127

EVALUATION PROCEDURE: The student is asked to plot data in the style of the station model on local and regional maps, in a sequential manner, and is asked to identify a major pattern of weather movement.

STRATEGY NUMBER 3

NAME OF UNIT Meteorologist/Radio Station GRADE/SUBJECT 9th Grade Science

MAJOR AIM To develop an awareness of the skills involved with the preparation of a weather forecast

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1. Students will contrast weather elements at several places on the regional map. 2. The students will draw lines representing boundaries (interfaces, fronts) between these areas on the map. 3. Students will notice similarities in readings of barometric pressure and will draw lines joining places of similar barometric pressure.	The ability to identify the boundaries between areas of different weather (temp., humid., wind, pressure) is necessary to determine where changes exist on the weather map. Similarities indicate general sameness of weather	1. Students will draw a line on their maps separating cities with greatly differing air temperatures, humidity, wind direction, and barometric pressure. THESE LINES ARE CALLED FRONTS. 2. Students will observe the position of these FRONTS on succeeding maps. 3. Students will draw lines connecting places of the same barometric pressure. THESE LINES ARE CALLED ISOBARS.	Stone: Discovery Problems in Earth Science 5th Ed. Blair, Fite--Weather Elements, Prentice-Hal

EVALUATION PROCEDURE: Students will be asked to locate and draw frontal boundaries, as well as isobars on his weather map.

STRATEGY NUMBER 4

NAME OF UNIT Meteorologist/Radio Station GRADE/SUBJECT 9th Grade Science

MAJOR AIM To develop an awareness of the skills involved with the preparation of a weather forecast

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will predict the weather	The prediction of weather is based on plotted weather maps and previous data, pressure systems (centers of High or Low barometric pressure) moving at a rate of 500 to 700 miles per day, but our atmosphere is variable and predictions are not certainties.	1. Student will forecast the weather for 6, 12 and 24 hours in advance of his data, after having plotted at least one week of weather. 2. Each forecast will include: approximate expected temperature, air pressure, humidity, wind direction, wind speed, and the passage of any fronts through our local area. Forecasts can be broadcast through an in-school radio, or public address system or recorded on tape to be played for others. The local town radio stations might be contacted and arrangements for our forecasts to be read (by tape) over the air. If cablevision hookups between the school districts have taken place, this forecast might be presented by cablevision. Each forecast will include a brief explanation justifying the prediction. 3. Charts of data (weather maps) can be posted for inspection at an accessible place in the school. Each map will contain the name of the person responsible for its manufacture. 4. Neatly lettered predictions will be placed alongside the map, with the names of the people responsible for the predictions, if not the same as "3" above.	Lakeland High School has a working station like described here. Location: Shrub Oak, New York, 50 miles nor of New York City. WRKL, WKQW--354-2000 a 623-8001, respectively Scott Henry, Manager, Rockland Cablevision, Haverstraw, New York

EVALUATION PROCEDURE: Student will be asked to make a prediction of the weather and justify such prediction, before and after the time of prediction.

NAME OF UNIT Meterologist/Radio Station STRATEGY NUMBER 5 GRADE/SUBJECT 9th Grade Science

MAJOR AIM To apply an awareness of weather forecasting skills to the identification of careers in which these skills are needed.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will identify careers in which skills related to weather forecasting are needed.	Skills related to weather forecasting are employed in a variety of careers.	1. Visit the F.A.A. flight service weather station at Teterboro Airport (visits can be arranged on weekdays between 9 and 4). At least 24 hours notice is necessary. 2. Invite guest speakers from as many agencies of communication as are available, i.e.: New York Telephone Co., Local Radio Station, U. S. Weather Bureau, F. A. A., Western Union, Airlines companies, U. S. Dept. of Agriculture, U. S. Coast Guard. 3. Have a panel discussion on careers in meteorology. Include such careers as: technicians, radar operators, liaison meteorologists, long range researchers, computer operators, teletype operators, draftsman, radio broadcasters, pilots, gardeners.	Mr. Ellis Saffrey F.A.A. Flight Service 201-226-2773 or 201-28 9087 U. S. Dept. of Agriculture, Co-Op Service 638-0500 New York Telephone Co. 358-9950 WKQW 623-8001 WRKL 354-2000 WORLDCOM INC Teletype 358-4712 Weather 936-1212 Gordon Barnes, Chief Meteorologist of WCBS gives lecture for an honorarium. Mr. Gibson of U.S. Weather Bur. lives in

EVALUATION PROCEDURE: Students can make a list of careers related to meteorology.

STRATEGY NUMBER 6

NAME OF UNIT Meteorologist/Radio Station GRADE/SUBJECT 9th Grade Science

MAJOR AIM To develop an awareness in our students a familiarity with the educational preparation and economic rewards associated with careers in meteorology.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1. The students will list the meteorological careers. 2. The educational requirements and economic rewards of meteorology.	A variety of requirements and rewards exist in the multitude of careers associated with meteorology.	1. With regard to the resource people mentioned on the previous page, students would direct questions to them with respect to educational preparation; college degree; masters degree; subjects which should be taken at school; special training needed; apprenticeship, etc. Also ranges of salaries each person is aware of, can be asked. Students can try to determine what common denominators of interests drew these people into their fields. 2. The Occupational Outlook Handbook can be used as a reference in the classroom, as well as the Dictionary of Occupational Titles. 3. Tape casettes from Career Development Lab. may be listened to and SRA W.O.R.K. kit studied. 4. The U. S. Weather Bureau may be contacted in regard to their student assistantship program.	Occupational Outlook Handbook, U. S. Dept. of Labor, Bureau of Labor Statistics, a handbook of job fact published by S.R.A. Dictionary of Occupational Titles, U. S. D of Labor, Supt. of Documents, Washington Vol.I-Definition of Titles Vol.II-Occupational Clarification Career Development Lab Educational Progress (6) Radio Broadcaster (14) Commercial Pilot (19) Park Director (21) Forester S.R.A. Kit Widening Occupational Roles Ki (WORK) booklet No. 20 and others.

EVALUATION PROCEDURE: Students can make a list of careers related to meteorology, and explaining in those careers, the educational requirements as well as economic rewards.

STRATEGY NUMBER 7

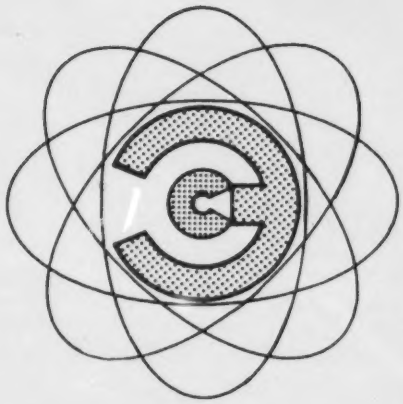
NAME OF UNIT Meteorologist/Radio Station GRADE/SUBJECT 9th Grade Science

MAJOR AIM To develop an awareness of the life style of a meteorologist

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Students will be able to describe what it feels like to be a meteorologist (skills, hours, responsibilities, problems, likes and dislikes, challenges.	In order to describe the life style of a meteorologist, a person must experience this job, and/or hear/see the experiences of others.	A group of five students may be assigned to be the meteorologist for a different time slot during the day. In this way, the whole day's weather can be covered. Each person must plot the data for his time slot, map the data, check with previous data, and make a prediction which he can justify based on this information. He may also read his prediction on the radio, or cable TV at the end of his time and identify himself with his prediction. At the end of one week, the students will be asked about their feelings and experiences as related to the career of meteorologist, and this can be put on tape (audio and/or video). The class can then discuss the career of meteorologist relative to this tape. Comments can be made about the life style: What type of person can do this job? What problems in working conditions are they faced with? What working hours are required, how many people are employed at a particular place? What salaries does each person get? Is it worth all this effort to you? Films showing people at work in the meteorology related careers can be helpful, when shown to class, and focused on in class discussion.	Film: Computer Glossary (3305) IBM-f Film: Atomic Weatherm U. S. Atomic Energy C (free) New Look at the Old Pl (HQ 178) N.A.S.A. (fr Big Balloon (HQ A170) N.A.S.A (free) Radar Eyes the Weather Parts A, B, Dept. of the Air Force (free)

EVALUATION PROCEDURE: The student will write a composition describing what it feels like to be a meteorologist. The composition will include the subjects of skills, hours, responsibility, problems, likes, dislikes and challenges.

CAREER EDUCATION TEACHER'S GUIDE



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Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994

CAREER EDUCATION TEACHER'S GUIDE

Grades Business Education and
Basic Consumer Education

BANKING

How Safe is Your Money?

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1973, 1974

Rockland County Career Education Program
Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994

PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Mary Lou Baird	Ramapo
Diana Bowie	South Orangetown
Robert Ganoe	Pearl River
Arthur Kahn	Nyack
Sherwin Kaufman	South Orangetown
Lloyd Kennedy	BOCES
Anne Shaida	East Ramapo
Samuel Sklar	Ramapo
Victoria Strich	Clarkstown

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Mary Lou Baird	Ramapo
Joseph Marsico	Pearl River

UNIT: BANKING

INTRODUCTION

The objective of this unit should be realized by simulating the organization and operation of a bank within the classroom. This may be done by using real or play money, depending upon the individual class and school. Through the role playing experiences, the students should come to a better understanding of banking procedures, career opportunities in the field, and the value of the bank to the individual and to the community. The emphasis in this unit has been placed on individual needs of the students methods of decision making and resources to be used by the teacher and the students.

This unit should play a vital part in the Introduction to Business curriculum in any high school. It is important to note that the students participating in this course have chosen this area of study because of an interest in the world of business. In many cases, these students are future tellers, cashiers, bookkeepers and accountants. Thus, the very makeup of the class should dictate interest in the subject matter. This course, and this unit in particular, is valuable for each person who will eventually be a wage earner. The student who has already entered the world of work should be able to immediately use the information learned and the values formed.

Although interest should be high, the teachers of this course and unit, have a difficult task. Since this is an elective course, the students will range in both ability and age levels. Their previous experience with banks will also vary. In order to compensate for these differences, the unit provides varied activities. All students will be expected to familiarize themselves with banking jobs, methods of career research, methods of decision making, and methods of working in a group. Those students who have leadership qualifications should be identified and given the opportunity to participate as bank officials. The students who enjoy research may become bank board members and present oral reports. Artistically inclined participants will be able to assemble a bulletin board, and those whose forte is mathematics will find enjoyment as bookkeepers. Hopefully, each student will be able to contribute to the success of the unit.

Methods of decision making are an integral part of this unit. Young people today are faced with many decision making situations. Schools are adding more elective courses, new areas of study are opening, and students are entering the world of work at an earlier age. Decision making is practiced by everyone each day of his life. In addition to gaining information, students must learn how to make well considered decisions. Thus, many of the resources in this unit refer to Deciding which is a packet of lessons put out by the College Entrance Examination Board The packet contains activities designed to present decision making principles to students that they can apply directly to their life choices. Copies of this program may be obtained from the BOCES media center or from the College Entrance Examination Board in Princeton, New Jersey. It is a flexible set of activities which can be used in conjunction with the existing curriculum.

The activities and methods of evaluation in the Banking unit should be used as a guide. Each particular class is different and should be treated as such.

The resources listed may be used by both teachers and students. Many of the resources will be found in most high school libraries or guidance offices. Materials which are specific to career education should be available at BOCES media center. The remaining materials, such as films, may be acquired at low cost.

Those who worked on compiling this unit feel that the concept is an exciting one and hope that it may be of value to the classroom teacher who wishes to enrich subject matter by using the concept of career ecucation.

STRATEGY NUMBER 1 What Banks Do For You

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business 9-10

Major Aim Students should be able to understand the major values of the bank and specific job opportunities there

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to list at least 3 basic functions of a bank.	The bank will perform 6 basic functions in the life of the student: -provide checking account service -provide savings account service -lend money -give advice on money problems -provide vaults for valuables -offer special services.	Teacher should elicit through a discussion the functions and types of banks: --What is a bank? --What bank would be most helpful to you? --Why would you go to a bank? Show film: "The Role of the Commercial Banking System"	1)Wood, Sandy -Banking and Money. ERIC VT 015-141) Resource unit on banking and money. Form and resource materials. 2) Career Monographs (Banking #31). The Institute for Research 610 S. Federal St., Chicago. 3) "Mutual Banking" N Times Supplement, May 6 4) "The Role of the Commercial Banking Sys Assoc. of Films Inc. (Broad at Elm, Ridgefi N. J.) 5)Gelatt, H. B., Varen horst, Barbara & Carey Richard. Deciding.Coll Entrance Examination B (Box 592,Princeton, N.

EVALUATION PROCEDURE: As part of a unit test, the student should be able to:

1. List at least 3 basic functions of a bank.
2. In one paragraph name and describe at least 3 types of banks giving specific examples in the community.

STRATEGY NUMBER 1 What Banks Do for You

NAME OF UNIT _____ GRADE/SUBJECT Introduction to Business 9-10

Major Aim _____

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
			-"Values in Making Decisions" p. 16. -"Setting Clear Persor Objectives" p. 17.

EVALUATION PROCEDURE: _____

STRATEGY NUMBER 1 What Banks Do For You

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business 9-10

Major Aim Students should understand the major values of the bank and specific job opportunities available there.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1) The student should be able to list at least 2 personal values derived from using a bank in relation to the best use of his money and the personal value of saving.	Since the bank is an integral part of our society, each individual should be able to understand the personal value of the bank in his present and future life.	Use a value inventory to lead to a discussion of economic values: -How can you best use your money? -Why save money?	1)Dr. Irving Eisen, BOCES Testing and Counseling Center, West Nyack, N. Y. (Alport-Vernon Study of Values 2) Deciding; "CHoosing from Probabilities" p. "Testing Yourself on Strategy" p. 43. 3) Search for Values Pflaum/Standard Dayton, Ohio 45402

EVALUATION PROCEDURE: As part of a unit test, the student should be able to:

1. A. List 2 personal values derived from using a bank.

OPTIONS: B. Give students checklist of values and have students rank them

C. Have students discuss lists collected in 1 A. above.

NAME OF UNIT BANKING

STRATEGY NUMBER 1 What Banks Do For You

GRADE/SUBJECT Introduction to Business 9-10

Major Aim Students should be able to understand the major values of the bank and specific job opportunities there.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to identify at least 5 major bank titles and describe the duties of each.	-There are a variety of occupations related to banking and each differs in regard to job qualifications and duties. -There are many resources available to aid in making career decisions.	1) Obtain speakers from local banks to explain various bank jobs. 2) Have students research and write a job description of at least 5 bank related jobs: -What are the duties of the worker? -What qualifications and preparations are needed to enter the job? -What are the methods of entering the job? -What are career advancement possibilities? -What is the employment outlook? -What will be the earnings? -What are the working conditions? 3) Show film: "Banking as a Career"	1) Local bank personnel 2) Hopke, William E. (ed.) Encyclopedia of Careers and Vocational Guidance. -Vol. I "Banking" pp. 157-164 -Vol. II "Bank Office p. 36. "Bank Clerks Related Workers" p. "Bank Tellers" p. 3 3) Castelli and Wolfs Concise Handbook of Occupations (Furgeson Publishing Co., Chica -"Bank Cashier" p. 29 -"Bank Clerk" p. 30 -"Bank Teller" p. 31

EVALUATION PROCEDURE: 1. Teacher evaluation of student job description.

2. Each student should be able to give to the class a one minute description of the bank job which interests him the most. He should include reasons why this job is of particular interest to him. This could also be carried out by use of a panel discussion.

NAME OF UNIT BANKING STRATEGY NUMBER 1 What Banks Do For You GRADE/SUBJECT Introduction to Business 9-10

Major Aim Students should be able to understand the major values of the bank and specific job opportunities there.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to properly fill out a job organization chart for a bank and be able to describe in one paragraph the interrelationships among the major jobs.	Each job is important for the effective functioning of man in an organized society.	Set up a simulated commercial bank within the classroom: -the class as a whole will fill in a job organization chart. -select individual students for each job: 1. students file applications 2. mock interviews are held for bank board positions. These may be conducted by the teacher or preferably by a trained personnel person. 3. the bank board, comprised of students, will then hold interviews for the remaining bank positions. 4. students will invest in the bank in order to become stockholders. Use filmstrip and cassette: "Your Job Interview"	1) Wysong, H. Eugene. Career Educational Program, Houghton Mifflin Co. (Hopewell N.J.) 1973. -Vol. III Unit 1, "Wo Values and Goals" 2) Sextant Series "Banking" (Sextant Systems Inc, Milwauke Contains job organiza tion chart for a bank 3) Career Education Activities Through Wo of Work Resources. Ba Planning Model pp. 1((Northern Ill. U., DeKalb) 4) "Your Job Intervi (Guidance Assoc. of Pleasantville, N.Y.) strip and cassette.

EVALUATION PROCEDURE: 1 a.) Each bank position should be filled with a responsible person who understands his duties.

b) Give students checklist of criteria to evaluate each bank position as related to the simulation (elicit checklist from students or use form from bank consultant).

c) Possible Evaluations 1. Teacher 2. Board of Directors 3. Stockholders

STRATEGY NUMBER II Savings

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business 9-10

Major Aim The student should be able to understand the importanct of opening and maintaining a savings account

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to open and maintain a savings account.	In order to use the facilities of the bank for savings purposes the individual must: 1) fill out a signature card 2) make a deposit 3) receive a savings passbook 4) fill out a withdrawal slip	1) Discussion of the process of opening and maintaining a savings account as seen on the overhead projector. 2) Students open their own savings accounts in their class bank. 3) Discussion of bank rules as seen by each student in their own bank books. 4) Oral reports given by bank officers to describe special savings accounts--Christmas Club, Vacation Club, U. S. Savings Bonds. Certificate Accounts. (assignments given when officers are hired; this is part of their service which gives information to the public)	1) Materials obtained from local banks. 2) Transparencies of a signature card, deposi slip, savings passbook and withdrawal slip. 3) Resources for stude prepared reports: a) "Investing Your Savings" booklet avail able from Accent/Consu Educ. Educational Opportunities Div. Iol Publishing Co, Chicago b) Career Monograph (Savings & Loan Busin #280) c) periodicals:Savings Loan News, 221 N.LaSal Chicago, Ill. 4) Throughout this str students will use mate obtained from local ba

EVALUATION PROCEDURE: 1. Each student should have successfully opened a savings account in the class bank.

2. As part of a unit test, the student should be able to:

a. describe in one paragraph the operation of a special savings account

STRATEGY NUMBER 11 Savings

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business (9-10)

Major Aim The student should be able to understand the importance of opening and maintaining a savings account.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to state in chart form the advantages and disadvantages of a savings and loan association as compared to a commercial bank in relation to: a) loans (personal, car, home improvement, business loans, mortgages, student loans.) b) Interest rates	1) Decision making includes responsible action in identifying alternatives and selecting the alternative most consistent with specific goals. 2) Savings & Loan banks pay the highest interest 3) Savings & Loan banks make more loans on home mortgages to regular customers	1) Conduct a debate using student representatives from two types of banks, savings and loan association and commercial bank. 2) Under teacher supervision, each student will calculate interest earned on their money by using a time basis followed by savings banks.	1) Student resources as listed on page 5 of this unit. 2) Career Monographs (Savings and Loan Business #280) 3) Deciding "Alternate and Related Informatic p. 25 4) Crabbe, DeBrum, and Haines. General Busir New Rochelle, N. Y.; South Western Publishi Co., 1966 "Savings Dept. of Comm cial Banks" pp. 298-29 "Savings and Loan Assc pp. 300-303 "How is the Amount of Interest Found?" pp.17

EVALUATION PROCEDURE: As part of a unit test, the student should be able to:

-Calculate interest earned on a sum of money by using a time basis followed by savings bank (use math tables)

-State 2 major differences between a Savings and Loan Bank and a Commercial Bank

STRATEGY NUMBER III Checking Accounts

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business (9-10)

Major Aim The student should understand the method of opening and maintaining a checking account

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to open and maintain a checking account.	In order to use the facilities of the bank for checking purposes, the individual must: 1) fill out a signature card. 2) make a deposit 3) enter deposit on a check stub. 4) write a check 5) enter the check amount on a check stub	1) Show the film: "Pay to the Order Of" (11 min.) 2) Students open their own checking accounts in their class bank. 3) After receiving their bank books, each student will write several checks and enter these on the check stub. Throughout the remainder of the unit, the students should constantly maintain their checking account.	1) Materials from local banks 2) "A Date With Your Future"(Opening a Checking Account). a booklet available fro Educational Div. Institute of Life Ins 277 Park Ave. New Yor 3) General Business -"Opening A Checking Account" p. 59 -"Good Check Writing Procedures" p.67 -"Using a Checking Account" p. 76 4) "Pay to the Order American Banking Ass (12 r 36th St., N. Y

EVALUATION PROCEDURE: Each student should have successfully opened a checking account in the class bank and have written several checks against that account.

STRATEGY NUMBER III Checking Accounts

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business (9-10)

Major Aim The student should understand the method of opening and maintaining a checking account

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to explain in one paragraph the type of checking account suitable to his needs. He should be able to take into account the number of checks he will be expected to write monthly and the amount of money that will usually be in his account.	As one enters the world of work, it is important to realize the personal value of handling one's earnings in the best possible way.	1) Obtain a representative from a local bank or check sales company to discuss types of checking. 2) Discussion of the personal value of a checking account and why it is important to the individual now and in his future. This class discussion should be given impetus by use of Deciding	1) Guest speakers arranged through local banks. 2) Deciding -"I am Proud" p. 13 -"Cost of Arms" p. 13 -"Exploring your Valu p. 14

EVALUATION PROCEDURE: As part of a unit test, the student should be able to explain in one paragraph the type of checking account suitable to his needs. This should include his reasons for choosing this type of account.

STRATEGY NUMBER III Checking Accounts

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business (9-10)

Major Aim The student should be able to understand the method of opening and maintaining a checking account

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to reconcile a bank statement with a check book balance	Educational experiences are directly related to everyday experiences	1) Show films: -"Story of a Check" -"The Proper Handling of Checks" 2) Use the comic book "The Story of Checks" to elicit a discussion of the flow of checks and endorsement method. 3) Arrange for a former student working in the field to describe the duties of a bookkeeper. 4) Bookkeepers cancel and write out student bank statements 5) While the bookkeepers are preparing the bank statements, the remaining students prepare a bulletin board demonstrating check flow. 6) Upon receiving their bank statements, the students will as a group, under the supervision of the teacher, reconcile their bank statement with their check book balance.	1) Guest speakers arranged through loca banks or school guidance counselors. 2) "The Story of Chec (comic book) Federal Reserve System. 3) General Business -"What to Do With Che Your Receive" p. 8 4) "Story of a Check' (Film Rental Center, Syracuse U., 1455 E. Galvin St., Syracuse color $8.00 5) "The Proper Handl of Checks" Young Ame Films, 18 E. 41 St., New York $5.50

EVALUATION PROCEDURE: 1. As part of a unit test, the student should be able to list and define the 4 types of endorsement.

2. Student should reconcile a bank statement with a check book balance.

STRATEGY NUMBER IV Related Banking Services

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business 9-10

Major Aim Students should be able to understand the major values of the bank and specific job opportunities there

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to list 4 of the 5 types of loans granted by the bank	Bank loans include: Car, house, vacation, personal, business	1 Conduct a field trip to a bank. The bank representative will introduce students to the loan department, trust services, types of checks and safe deposit boxes. 2 Role play: Have groups borrow from each Loan Dept--Personal, car, house, vacation. Also, set up various businesses which need loans.	Local Bank Extending the Classroc A Field Trip Guide Tour through Marine Midland Trust Co. 17 South Broadway Nyack, New York 358-6 Empire National Bank Hempstead Road New City, New York 634-4931

EVALUATION PROCEDURE: Teacher evaluates each group.

Each group has an observer with a checklist who reports to class on behavior in the group.

Student will decide to borrow money from $2,000 (low-priced car), $3,000 (medium-priced car), $4,000 (high-priced car), after listing amount of interest to be paid on three-year loan.

STRATEGY NUMBER IV Related Banking Services

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business 9-10

Major Aim: Students should be able to understand the major values of the bank and specific job opportunities there

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
In two sentences identify trust services which are offered by some banks	An individual may ask a bank to manage his money, property, stocks, etc.	2a A fourteen year old student is left $80,000 in his grandfather's will to be held in trust until he is twenty one. Predict way in which the local trust bank would operate with this money. 2b Check these predictions with the one you receive from the bank.	Local Bank (1) N. Y. C. Bank (2) Pamphlet on Managing Funds and estates: Ch Manhattan Bank, etc (4) Radio, WQXR New Y Times Station Busin News 8:00 A.M. and other hours (5) Periodical: Trust & Estates 132 W. 31 Street New York, New York (6) General Business, "Other Money & Bank Services," p. 97 (7) Extending the Class A Field Trip Guide, Rockland County Region Education Center--Tour Marine Midland Bank-Ny Empire National Bank-N C

EVALUATION PROCEDURE: 2a Have small group rank trust services offered by banks

2b Have students draw up a chart listing pros and cons of having a bank operate a trust fund for an older retired person.

STRATEGY NUMBER IV Related Banking Services

NAME OF UNIT BANKING GRADE/SUBJECT Introduction to Business 9-10

Major Aim Students should be able to understand the major values of the bank and specific job opportunities there

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
State three examples of financial advice provided by the bank	Banks offer financial advice to people who are buying homes, setting up businesses, depositing money	3) Have students select three classes of houses for sale in the area and simulate buying them (newspaper) 3a) They would give reasons why the bank would give an 80 % mortgage at 7 ½ % for 30 years. Check these (predictions) reasons against those offered by the consultant. 3b) Or, change to assume a mortgage at lower interest of 6 % and only 60 % of the cost of the home	1) Bank official 2) Local experienced Real Estate Broker who has worked wit banks

EVALUATION PROCEDURE: 3a Make a chart of 3 types of financial aid offered by the bank.

3b Role play the setting up of a business and make decisions concerning its financial backing

NAME OF UNIT BANKING STRATEGY NUMBER IV Related Banking Services GRADE/SUBJECT Introduction to Business, 9-10

Major Aim Students should be able to understand the major values of the bank and specific job opportunities there

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
Explain in one sentence each, when he would use the following services: a) safe deposit boxes b) travelers' checks c) certified checks	Banks have safety deposit boxes so clients can keep valuable documents: deeds, insurance policies, birth certificates, etc. Travelers' checks are issued so that the money is waived against loss. Certified checks are issued so that a bank guarantees a check in a large business transaction: new home, car	Have students rent a safety deposit box containing objects decided upon by the class	Local banks

EVALUATION PROCEDURE: Have students identify the circumstances under which they would use safe deposit boxes, travelers' checks or certified checks

STRATEGY NUMBER V How Safe is your Money

NAME OF UNIT BANKING GRADE/SUBJECT Introduction to Business 9-10

Major Aim: Student should be able to understand the need for Federal insurance to protect the depositors

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to: Relate in one paragraph the events leading to the need for Federal legislation to protect bank depositors	Prior to the Federal Deposit Insurance Corp., people lost their savings when banks failed. Especially, when banks lend more money than they have. If these creditors are unable to repay the debt, the bank fails	Role play the action and feelings of (their grandparents) people in the bank failures of 1929	1) Concepts in America History, Cambridge Book Co. 2) Rise of the America Nation, Harcourt, Br 3) Our Nation from Its Creation Prentice H 4) Text: General Busi page 97

EVALUATION PROCEDURE: Have students pretend they hold high national government positions and learn there is a good chance of many banks failing next year.

Since they are in national policy making roles, have them decide in groups how they would decide to prevent this failure.

Teacher evaluates group action

Student writes (or records) on paragraph on the need for FDIC

NAME OF UNIT BANKING

STRATEGY NUMBER V How Safe is Your Money

GRADE/SUBJECT Introduction to Business 9-10

Major Aim Student should be able to understand the need for Federal Insurance to protect the depositors

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to: Write one paragraph on the role of the Federal Deposit Insurance Corp. and how it protects depositors	Bank deposits are insured by the FDIC (This amount changes)	How would a family of four protect its deposits of $80,000 in a bank?	Text: General Busines

EVALUATION PROCEDURE: Let each student make a choice of putting his money into a bank paying higher interest without FDIC or into a bank with lower interest with FDIC

Student panel on how the FDIC operates

STRATEGY NUMBER V How Safe is Your Money

NAME OF UNIT BANKING

GRADE/SUBJECT Introduction to Business 9-10

jor Aim Student should be able to understand the need for Federal Insurance to protect the depositors

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
student should be able list and judge two actions people who have tried to op bank robbers.	A bank employee should not risk his or anyone else's life to save bank money as it is insured.	Arrange for a bank guard to explain bank security.	Carson, Robert: The Golden Years Caper Boston: Little Brown & Co. 1970 p 78 Deciding, "Acceptable & Unacceptable Alternatives" p 26

VALUATION PROCEDURE: Simulation:

The student would be able to restrain themselves during a hold-up of their bank.